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most competent to teach at night. In Nottingham, England, experienced housewives have charge of the domestic instruction of girls. Men and women qualified for the direction of play are rare. (2) One is impressed with the degree of solicitude shown for the immigrant. He is given instruction in the English language, in "citizenship," and some instruction in the trades. This is one of the most important steps in the history of the social consciousness and the process of assimilation. (3) Some progress has been made in securing the co-operation of employers and trade-unionists with the makers of the evening-school curriculum, somewhat similar to the Munich plan. A noteworthy advance, too, is the provision in social centers for studying the tastes of boys and girls for the purpose of finding suitable employment for them. (4) There is a strong current of opinion in favor of compulsory continuation schools, and a recognition that a high standard set by the community is responded to more easily than the individualists will admit. (5) The cementing and humanizing power of song, dance, and drama when it proceeds from a community life is strikingly illustrated, and, on the more intellectual plane, the civic value of free and fair discussion of social problems within the walls of an institution standing for the community interest is widely appreciated.

In Great Britain the public school is increasingly advertising itself. It sends circular letters to the parent and to the employer. It provides facilities and strives to create a disposition to utilize the available opportunities. To some extent the same is true in America: chap. iv treats of the value of publicity and the devices used by evening schools to promote attendance. It appears that the methods and standpoint of the wider use of the school plant are ahead of those often used in the ordinary day schools. Possibly this mutual action and reaction of "wider" and "narrower" uses of the school is one of the unlooked-for results of experimentation, and the revelation by Mr. Perry of what has been accomplished with inferior equipment will undoubtedly lead to a wider prevision of future possibilities on the part of school authorities. The placing and construction of school buildings will become an important aspect of "city planning" and will register an expansion of civic imagination.

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Plane Geometry. By C. A. HART and DANIEL D. FELDMAN, with the Editorial Co-operation of J. H. TANNER and VIRGIL SNYDER. New York: American Book Co., 1911. Pp. viii+303. \$0.80.

This textbook, while in its main features it accords with the traditional texts, has some distinguishing features.

Most of the theorems are proved in full, little attempt having been made to introduce the suggestive method, in which the proofs of many theorems are left wholly or in part, with suggestions, to the student. This treatment of the theorems will still meet with the approval of many teachers.

In the proofs of theorems, the steps of the arguments and reasons are arranged in parallel form. "This arrangement gives a definite model for proving exercises, renders the careless omissions of the reasons in a demonstration impossible, leads to accurate thinking, and greatly lightens the labor of reading papers."

An unusually large number of exercises are given. Most of these are grouped, as in most of the newer books, directly after the theorems upon which they depend. Those teachers who do not believe in teaching the applications of geometry will

find the exercises of this book highly satisfactory. Those, however, who believe that geometry should be taught in relation to its practical uses in the world's work, through the solutions of real applied problems, will find practically no such problems in this text.

The theory of limits is used in rigorous proofs of theorems with "incommensurable" cases. These proofs might be omitted, however, by those teachers who have found such proofs too difficult to be really understood by young high-school students.

This book differs from some of the other newer texts in that it does not introduce the trigonometric ratios in connection with the treatment of similar triangles.

The many historical notes and pictures of famous mathematicians given in the text give life and interest to the work.

The Teaching of High School Mathematics. By GEORGE W. EVANS. Boston: Houghton Mifflin Co., 1911. Pp. x+94. \$0.35.

This little book is one of the Riverside Educational Monographs, edited by Dr. Henry Suzzallo, who contributes an introduction. To quote from this introduction:

"The chaotic condition in which the discussions of the past decade have left the subject of mathematical teaching suggests the desirability of presenting, in small compass, a systematic restatement, not merely in terms of a general theory, but also in the more useful form of a series of concrete suggestions as to the material and methods to be used. This volume is offered with the assurance that it serves this definite purpose."

The book is a strong appeal for the application of common sense in throwing off the yoke of tradition in the teaching of secondary mathematics. It deals with the present large movement in the teaching of secondary mathematics to provide a more immediate application of the knowledge acquired. It contains much material of practical value to the teacher regarding the character of the content and the arrangement of the course of study which will conform to the modern trend in the teaching of secondary mathematics.

School Algebra. By FLETCHER DURELL. New York: Charles E. Merrill Co., 1911. Pp. xviii+507. \$1.10.

"The main object in writing this *School Algebra* has been to simplify principles and give them interest, by showing more plainly, if possible, than has been done heretofore, the practical or common-sense reason for each step or process." The book devotes over one hundred and thirty pages to the discussion of the fundamental principles.

One prominent feature of the book is the numerous and thorough reviews. Many examples require a frequent review of the principles of arithmetic.

Much use is made of so-called "informational" problems. A special feature is a collection at the end of the book of numerical facts in various departments of knowledge, for use by the teacher in making up problems. Formulas in arithmetic, geometry, physics, and engineering are included, which may be made the basis of good real problems in algebra. But the problems of the type usually made from the former, or "informational facts," many of which are found throughout the book, are not in any sense real problems, and are of questionable value. The following is an example: "If 112,216 sq. mi. are added to 24 times the area of the British Isles, the